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ABSTRACT

The 1981 summer intensive American culture course at Ohio Dominican College for students from its Japanese sister college is described. Short profiles of the two colleges are given and the general goals of the exchange program and the course are stated. Overviews including reading lists and notes about field trips, are given of the three specific classes that were offered: (1) the American family of the 1980's, (2) the American belief system; and (3) the westward movement. Samples of class handouts and schedules are appended. (EKN)

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"Cross-cultural Communication: Utilizing the CUPP Sister-college Program to Develop an Intensive American Culture Course for Intermediate ESL Students from Japan."

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Overview of Presentation

I. Ohio Dominican College-Ake-no Hoshi Junior College Connection

- A. Catalyst: CUPP
- B. Description: Ohio Dominican College
- C. Description: Ake-no Hoshi Junior College
- D. Growth of Partnership

II. 1981 Summer Course

- A. Goals and General Outline
- B. Description of the Specific Classes
  1. The American Family of the '80's
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- C. Auxiliary Activities
  1. Films and Lectures
  2. Whole Group Trips
- D. Final Presentation by Students

III. Development of Participants' Own Programs

(Time for participants to generate ideas for their particular programs.)

IV. Questions and Comments

CUPP

The link between ODC and Ake-no Hoshi Junior College initially was forged by an organization called CUPP, or the College and University Partnership Program. CUPP is a non-profit organization based in Memphis, Tennessee that promotes international educational and cultural exchange. It operates a clearinghouse of information, publishes a newsletter, and conducts research for program development for member institutions. However, one of its chief goals according to the CUPP newsletter is "to link American colleges and universities with overseas institutions for short term and long term educational study."

From 1977 to 1980, 51 American and Japanese institutions were linked as partnership schools. CUPP has functioned as a catalyst in these linkages and performs some initial administrative services. It is now exploring links with schools in countries other than Japan. In Ohio, the Ohio College Association has been cooperating with CUPP and, in its turn, providing the link between CUPP and individual Ohio institutions. In the summer of 1980, for example, there were 20 linkages set up between Japanese and American schools; 6 of those were with Ohio schools--more than any other single state. Ohio Dominican College was one of those 6 schools. The summer English course was the first fruit of this particular partnership.

Background of the Institution

Ohio Dominican College

1. Catholic, 4-year liberal arts college.
2. Founded in 1911, originally a women's college, coed in 1964.

3. Offers 4 year degrees, B.A., B.S., B.S. in Education, a variety of two-year associate degree programs.

4. Campus in Columbus with a student body of approximately 1,000 from 15 states, the Virgin Islands, Puerto Rico and 20 countries.

5. Columbus is the capital of Ohio, 6 colleges and universities in the area, federal, state, county and city agencies, Battelle Research Institute, International headquarters for Borden, Nationwide.

Ake-no Hoshi (in Aomori)

1. Catholic, 2-year, Junior College, all girls.

2. Founded in the mid 1960's by Sisters of the Assumption of Nicolette, Quebec.

3. Offers 2 year associate degrees in:

   a. Early Childhood

   b. Music

   c. English--Literature, Composition, Linguistics

   d. Some post-graduate English

4. Associated with the college is a kindergarten and a high school.

5. Emphasis: Career orientation with liberal arts.

   a. Student goals: company jobs, bank tellers, travel agents, teacher aides.

   b. Transfer students to Ohio Dominican College fulfill all general requirements in art, philosophy. Only need to fulfill math requirement and comprehensive liberal studies (a humanities course).

Growth of the Partnership

1. Exchange Teacher from ODC spent 18 months at Ake-no Hoshi.

2. First transfer student from Ake-no Hoshi received her B.A. from ODC in 1982. It is expected that more students will come.

3. Director of Language Programs for ODC visited Ake-no Hoshi in 1980 to further identify the needs and desires of the students who would be attending ODC either in the summer or as transfers.

4. President of ODC was asked to deliver commencement address at Ake-no Hoshi in 1981 during a trip to the Far East.

5. Faculty members from Ake-no Hoshi have visited and observed ODC's program.

6. Exchange Teacher from Ake-no Hoshi will be at ODC in 1982. She is a master teacher in Japanese tea ceremony and flower arranging. These courses will be offered in ODC's Continuing Education division.

7. Intensive Japanese was offered during the summer of 1982 at ODC, the only intensive program in the Central Ohio area. It was team taught by Japanese and English speakers.

8. August 1-22, 1982, a trip was offered by ODC for students to travel to Japan. Trip plans included a home stay with families in Aomori.

9. ODC Home Economics department--is including an oriental component in its furniture and design courses.

10. "Fireside Chats" with ODC and Japanese students took place during 1981 and 1982; discussions centered on cultural differences. Japanese and American films supplemented discussions.

Goals of the Summer Course

The English course we will describe was devised for the second summer of the exchange between Ohio Dominican College in Columbus, Ohio and Ake-no Hoshi Junior College in Japan. Experience from the first summer had testified to the sound English program available to the students at Ake-no Hoshi and had indicated that the students' reading and writing skills out-distanced their ease and fluency in speaking English. Therefore, for the second summer, the program director and the teachers decided to focus on oral activities and to create a maximum number of opportunities for students to interact with Americans in which use of English would be necessary. In addition, it was felt that an important feature of the program should be an emphasis on American culture; to this end we looked for local resources that could provide both opportunities for oral activities and for exposure to aspects of American culture.

Each of the three teachers selected a broad topic on American culture and then collected readings--from books, magazines and newspapers, of course, but also from pamphlets describing museum exhibits, advertising material and sightseeing guides. Films and tapes were gathered that illustrated some

aspect of the general topic selected. Besides these reading and audio-visual assignments, students were directed to gather additional information on their topics themselves, individually and in small groups. In this connection, students designed and conducted interviews, they attended lectures and other special events, went on field trips, did individual research in the library, and prepared audio-visual materials in the learning resources center. Throughout the 3-week period the students in each of the groups were directed to organize the information gathered on their topics in preparation for the major assignment of the course: a final, audio-visual presentation of their discoveries to the other two classes. Each class, in effect, was charged with the responsibility to teach the other two groups what they had learned during the course. At every stage of the process, in collecting information, in preparing their reports, and inmaking the presentations, students were actively engaged in using the English language for communication.

The three topics chosen for last summer were: the American Family of the '80's; American Belief Systems; and the American Westward Expansion.

Description of the Courses:

"The American Family of the '80's."

As stated in the description of the class on the American Family, the task of the students was "to examine the nature and structure of the family in the United States today, and--while trying to arrive at the description of a 'typical American family--to consider as many varieties of family style as possible, including the family of the American past." Furthermore, in addition to the consideration of the family in general, each student chose and assumed responsibility for a particular aspect of family life. Particular areas of investigation included: the elderly, women, children, adolescents, family composition, family use of space, and use of time.

Reading assignments, put on reserve for the class, included chapters from books dealing with the family today and yesterday (Elaine and Walter Goodman, The Family), news articles on changes in the American family, articles on Amish families (in preparation for a field trip) as well as relevant chapters selected from a core text Perspectives (Fox) such as "Day Care for the Elderly" or "Throwaway Marriages." Each student searched for additional material on her particular aspect of the topic.

Two class field trips were planned: one trip was to a small town,

Granville, near Columbus to interview 'typical' mainstream American families (most of them white, middle class families.) Students devised questions for interviews ahead of time, and on the trip they took photographs and taped their interviews in which they asked about the family in general and about their chosen area of concentration. The second trip was a visit to Kidron, Ohio (northeast Ohio) to view an Amish community, to sample Amish food, and to visit in an Amish home. We were fortunate to be invited to a private Amish farm for discussion, as many Amish people are reluctant to talk to outsiders.

"The American Belief System."

The class that considered the question "What does an American Believe", read relevant chapters from the core text Perspectives such as "The New Immigrants" and "Childless and Free," American Core Value and National Character by Francis Hsu (from The Nacirema, Spalding and Rynkiewich), pamphlets on the American Shakers, "America the Thief" by Harry Toskolenki, (in The Immigrant Experience, T. Wheeler), and articles on the Karen Quinlan case. They listened to the tape by Alistaire Cooke and Adlai Stevenson on "America and Conformity." These students also were directed to locate magazine articles themselves in topics related to what Americans believe.

This class traveled to Lebanon, Ohio to visit the Shaker museum there. They made a stop at Fort Ancient to view some prehistoric Indian mounds and earthworks of the Hopewell Indians. Other stops on this trip were the Glendower House to view a more comfortable style of life and the Golden Lamb, one of Ohio's historic inns where food and lodging are still available.

"The Westward Movement."

The third class was titled "The Westward Movement" and Bette Stevens led this group "to consider the ways, means and reasons that the early pioneers had for settling in the Ohio River Valley (and points further West) and the problems they faced." U. S. maps of all kinds and a variety of handouts from the Ohio Historical Society (for example, on American Indians, early advertisements for land in the west, on early transportation--canals, steamboats, stage coaches, Pony Express, and so forth) were used extensively. Students were also assigned reading from Yesterday, Today in

the USA and The USA, Customs and Institutions. Part of each class period consisted of a brief lecture on aspects of American history related to moving west. Students studied the information and the maps, they read advertisements, and prepared a mini-drama in which they portrayed members of a family making the decision of whether or not to leave New England for Ohio--whether or not to 'move West.' The students eagerly took on their roles as pioneers and presented the action with verve and drama. The film "Cowboy" and the outdoor spectacle on the Indian leader, Tecumseh, had special meaning for this group. Bette's class field trip was a visit to Marietta, Ohio to see a typical river boat town (first settlement in the Western Reserve.) A highpoint of the trip was a ride on a paddle river boat on the Ohio and Muskingum Rivers.

As is perhaps evident, the class field trip in each case was a focal point for that group's study--preparation beforehand and the use of the material gathered took great effort, and the actual 'field' experience was an important ingredient of the students' introduction to American Culture.

All groups attended films and a series of lectures on American topics. For example, a folk singer demonstrated American Folk music by playing the dulcimer and teaching some American square dances; a political science teacher lectured on the American system of government; an art teacher gave a hands-on, historical presentation of American art; and the fourth speaker talked about the American belief system. Students wrote a response to each of these sessions and, where possible, tried to relate the information to their particular subject of study.

In addition, all of the students together participated in various trips: to the Ohio Historical Museum and Ohio Village, to an 18th century reconstructed town, to Kings' Island amusement park, and to the outdoor drama "Tecumseh." Somehow, they also fitted in a 3-day trip to Washington, D. C. and Williamsburg, Virginia. Once again, for all of these events, students were instructed to look for relevant material, to tape, to photograph, to collect postcards, tourist pamphlets, and other objects that could contribute to their final presentations.

In all of these assignments we tried to take advantage of local resources as sources of cultural material and experiences.

The final presentations included oral reports, overhead projections, slides, skits, songs, and tapes of interviews. Not only were all language skills employed (speaking, listening, reading, and writing) but the imagination, dramatic sense, and artistic abilities of the students were also tapped and the presentations were highly entertaining as well as educational.

Handouts and schedules are appended.

Calendar of Events

Ohio Dominican College Japan Program — Summer, 1981

Day	Morning	Afternoon
Monday July 20	9-12 class	1-3 Social Orientation, George Hertrich
Tuesday July 21	class	athletic activity
Wednesday July 22	class (visit from American high school girls)	Master Lecture: American Folk Music and Dancing, Becky Burns Movie: "Gone West", LVC, 3 P.M.
Thursday July 23	class DUE: Paragraph on Wednesday's lecture (see assignment sheet)	athletic activity
Friday July 24	Archeological presentation, Martha Otto	Field trip to Ohio Historical Museum and Ohio Village
Saturday July 25	Field trip to King's Island Amusement Park	
Sunday July 26	(evening) Japan Night	
Monday July 27	class	Master Lecture: American Government Systems, Bill Ensign Movie: "Cowboy", LVC, 3 P.M.
Tuesday July 28	class/DUE: 5 minute tape on trips to King's Island and Ohio Museum DUE: Paragraph on Monday's lecture) Ms. Klopp's group to Kidron (Amish Country)	athletic activity
Wednesday July 29	class Ms. Shrum's group to Lebanon, OH	Master Lecture: American Art, Mel Rozen
Thursday July 30	class DUE: paragraph on Wednesday's lecture Ms. Stevens' group to Marietta	athletic activity
Friday July 31	class DUE: slides for final presentation, 4 P.M. in Audio-Visual Center	Downtown tour of Columbus
Saturday August 1 through Tuesday August 4	Field trip to Washington, D.C. and Williamsburg	
Wednesday August 5	no class	Master Lecture: American Belief Systems, Paul Carlson
Thursday August 6	Rehearse final presentations DUE: paragraph on Wednesday's lecture	athletic activity
Friday August 7	Final presentations to whole group	(late afternoon and evening) Tecumseh

JAPANESE SUMMER PROGRAM
OHIO DOMINICAN COLLEGE
JULY 1981

CLASS ASSIGNMENTS

1. CLASS PRESENTATION:

Each of the three classes will make a presentation to the others on the final day of the program (August 7). The presentation will be based on information from reading and field trips on the class topic. The presentation may consist of slides, photos, tape recordings, hand outs, and oral reports. Each member of the class will participate in gathering the information and in presenting it.

Time: 30-40 minutes.

All slides, photos, and other materials (excluding those from the Washington, D.C. trip) are due Friday, July 31 at 4:00 p.m. in the AVC, Library.

2. READINGS:

A. Core reading from the text: Students will be responsible for discussion of the core reading in class. There will be quizzes on the material.

B. Reading related to the class topic: Students will be assigned written exercises or summaries of these materials.

3. MASTER LECTURES:

A. American Folk Music and Dance - Becky Burns — Wednesday, July 22, 1:00 p.m.

B. American Government System - Bill Ensign — Monday, July 27, 1:00 p.m.

C. American Art - Mel Rozen — Wednesday, July 29, 1:00 p.m.

D. American Belief System - Paul Carlson — Wednesday, August 5, 1:00 p.m.

A one paragraph essay answering the question, "What do you know after the lecture that you did not know before?, is due in class the day following the lecture. (Ms. Shrum's class is excused from the lecture on American art.)

4. FIELD TRIPS:

A. Class trips:

Marietta -	Ms. Stevens' class, July 30
Lebanon -	Ms. Shrum's class, July 29
Granville -	Ms. Klopp's class, July 23
Kidron -	Ms. Klopp's class, July 28

Students will gather material on the class trips for the final class presentation on August 7.

Family Interviews
July 23, 1981

QUESTIONNAIRE

1. How many members do you have in your family? Who are they?

2. What do the family members do? (What kind of jobs, school, future plans.)

3. What ages are the children?

4. What responsibilities do the children have toward the family?

5. What about members of the "extended" family (grandparents, uncles, aunts, cousins)? Do they live near or far away? How often do you see them? When?

6. Where did your ancestors come from? When did they come to America?

7. How does the family spend its time? Together? Separately?

8. What do you think is the "typical American family"?

9. What do you think is the "ideal" family?

10. What is the future of the American family? What alternatives are there to the traditional family?

American Culture and Civilization

Film: Gone West -- Narration by Alistair Cooke, from his television series, AMERICA (Time-Life Film Series)

When you watch the film, keep in mind your class discussions and your class topic. The music in the background contains the melodies of many well-known folksongs including: "Oh, My Darling Clementine", "I Am Bound for the Promised Land", "The Girl I Left Behind Me" and "Across the Wide Missouri".

If you would like the words and music to these songs, there are books in the library and kits in the AVC to help you.

Some useful expressions:

"Gone West" -- for many years in Europe this expression meant that someone had died because after they went west they were never seen again.

"strike it rich" -- to find a gold strike (a lot of gold) and become a rich person.

"as stubborn as a mule" -- someone who is very stubborn.

" '49 er" -- someone who went to California in 1849.

Some questions: Look and listen for the answers.

1. Who was Daniel Boone?

2. Why was salt important?

3. Which President was responsible for the Louisiana Purchase in 1803? Did he follow the rules according to the Constitution?

4. Why did the white man make the Indians leave the Southern part of the United States and move farther west?

5. Why did the trappers want to hunt beaver?

6. What things did the pioneers need to take with them in their wagons?

7. How many miles a day did a wagon train usually travel?

8. Why did the '49er's go to California?

9. Who were the real settlers of the West according to Alistair Cooke?

DISCUSSION Would you like to have been a '49er or a pioneer? Why? Why not?

U.S. CULTURE AND CIVILIZATION: What Does an American Believe?

Materials on reserve in the library

C-T 467 America and Conformity by Alistair Cooke and Adlai Stevenson

Cooke, AListair. The Americans (973.92 C772a 1979)

Roskolenko, Harry "America the Thief" in The Immigrant Experience by Thomas Wheeler, ed. (Xerox)

Hsu, Francis L.K. "American Core Value and National Character." in The Nacirema by Spalding, J.P. nad Rynkiewich, M.A. (Xerox)

Andrews, E.D. The Gift to be Simple. (Shaker)

McCague, James. Tecumseh, Shawnee Chief.

Raymond, Ethel. Tecumseh.

Tocqueville, Alexis de. Journey to America.

McCarthy, Eugene. America Revisited: 150 Years After.

Phillips, H.S. Richard the Shaker.(Shaker)

Shakers in the West. (Shaker)

The Shaker Gift of Song. (Shaker)

We Make You Kindly Welcome. (Shaker)

Shaker Clothing. (Shaker)

Shaker Child's Prayer (Shaker)

Shaker Education. (Shaker)

Shaker Architecture. (Shaker)

The Planning of America Chap. a Lich
Beyond the Melting Pot Nathan Glazer, Daniel P. Moynihan

S. Klopp CLOSED RESERVE

BOOKS FROM OTTERBEIN:

Degler, Carl N. At Odds: Women and the Family in America from the Revolution to the Present.

Otto, Herbert A. The Family in Search of a Future.

Parsons, Talcott, and Robert F. Bales. Family, Socialization, and Interaction Process.

Phelan, Gladys K. Family Relationships.

Rubin, Lillian B. Worlds of Pain; Life in the Working - Class Family.

Schlesinger, Benjamin. The One-Parent Family.

Schneider, David M., ed. Anthropology of Modern Societies Series. American Kinship: A Cultural Account.

Frazier. The Negro Family in the United States.

Heiss, Jerold. The Case of the Black Family: A Sociological Inquiry.

Victor, Joan Berg and Joelle Sandler. The Family: The Evolution of Our Oldest Human Institution.

Wernick, Robert. The Family. (Time-Life.)

Pamphlet: Ohio Amish Country. (5 xeroxed copies.)

BOOKS FROM DENISON:

Goodman, Elaine and Walter. The Family: Yesterday, Today, Tomorrow.

Homstrom, Lynda Lytle. The Two-Career Family.

Nimkoff, M. F. Comparative Family Systems.

Young, Leontine. The Fractured Family.

COOKBOOKS:

The Lancaster County Farm Cook Book.

Pennsylvania Dutch Cookbook.

Cooking "Dutch" With Caloric.

TAPES, FILMSTRIPS:

Becker, Howard. The Family Social Institution. (tape, Otterbein)

Rogers, Carl. The Generation Gap. (tape, Otterbein)

" Relationships with our Children. (tape, Otterbein)

Six Families in the U.S. (filmstrips, tapes, Ohio State)

JAPANESE SUMMER PROGRAM
OHIO DOMINICAN COLLEGE
JULY 1981

Instructor: Bette L. Stevens

Class: THE WESTWARD MOVEMENT

Objectives: To acquaint students with the ways, means and reasons that the early pioneers had for settling in the Ohio river valley and points further west and the problems they faced.

Activities: Students will prepare a final group presentation based on assigned readings, class discussions, and field trips. In addition to the group presentation, students will prepare individual tapes and compositions based on the readings.

Students will take a group field trip to Marietta, Ohio to see a typical Ohio river boat town, the first settlement in the Western Reserve, and will ride a river boat on the Ohio and the Muskingham Rivers.

Texts: YESTERDAY, TODAY IN THE U.S.A.
THE U.S.A., CUSTOMS AND INSTITUTIONS: VOLUME ONE, THE LAND AND THE PEOPLE
THE U.S.A., CUSTOMS AND INSTITUTIONS: VOLUME TWO, MEN AND HISTORY
Handouts from the Ohio Historical Society

Monday
July 20 United States Maps: Interstate Highways, States and Capitals
Territorial Growth
Physical
Regional
assignment: Begin learning states and capitals according to geographical areas discussed. (New England, Mid-West, etc.)
Reading: A Nation of Immigrants
(First 15 minutes of class each day will be devoted to a brief history of the United States as reflected in the Westward movement.)

Tuesday
July 21 Regional and physical maps of the U.S. including locations of Indian reservations.

Discussion : A Nation of Immigrants

Assignments: Reading: The American Indian
Ohio -- handout from AAA
The First Americans -- and exercises

Wednesday
July 22 Discussion: The American Indian and Ohio, its history and people.

Lecture: American History, continued

Assignment: Handout from Ohio Historical Society: Advertisements for land and journals of early pioneers who crossed the Appalachians or came by river to settle in what is now Ohio.

Map quiz

JAPANESE SUMMER PROGRAM
OHIO DOMINICAN COLLEGE
JULY. 1981

Thursday
July 23

Quiz on Map

Lecture on U.S. history

Discussion: The problems faced by the early settlers of Ohio based on the previous day's readings

Assignments: Handouts: Canals, Steamboats, Roads
The Indians: Search for a Solution

Monday
July 27

Lecture on U.S. History

Discussion: Based on previous day's readings

Mini-drama: Students will plan a skit for the final group presentation based on their readings. The topic: Imagine you are a family living in New England. The land is poor and the life is hard. You see the advertisements for land in Ohio. What things must you consider if you decide to "Go West"? What things might keep you in New England?

Assignment: Handouts on: The Stagecoach, the Pony Express and The Telegraph

Tuesday
July 28

Lecture

Discussion: Based on previous day's readings

Mini-drama practice

Assignment: Review handouts on transportation in preparation for field trip on Thursday

Westward to the Mississippi
Wagons West
The Black American

Wednesday
July 29

Lecture
Discussion: Based on previous day's readings
Preparation for field trip, plan highway route, etc.
Assignment: Read handouts from the Ohio Historical Society and the Marietta Chamber of Commerce. Bring notebooks and cameras.
The Railroad Spans the Country , Westward the Great Plains

Thursday
July 30

FIELD TRIP TO MARIETTA, OHIO.

Friday
July 31

Discussion of previous day's field trip and readings.

Movie "Cowboy" This film won the academy award for the best documentary in 1970.

In many ways the cowboy's life has changed little in the last 80-100 years. There are still a few cowboys who live like the cowboys did in the 1800's This film describes the life of three cowboys. In some ways they are very modern. In other ways they are very traditional.

Useful expressions: to go broke -- to lose all your money, to be penniless.

the range -- this is the word that the cowboys use for the land that they and their cattle live on.

Here are some quotations from the movie They will help you to understand how these men think.

"One-half of the land in Wyoming is government land; it's public land We don't like all the government regulations "

"You can't start a ranch with less than one hundred thousand dollars so the big cattle corporations are taking over."

"Cowboys are basically 'loners', I guess."

"It's too remote here for industry. Denver and Cheyenne are 50 years away."

Questions to think about:

What is the land like that the cowboy lives on? Are there a lot of people around?

Does Boggs, Wyoming look like a big city to you?

Would you like to be the wife of a cowboy? Why? or Why not?

What kind of personality characteristics do the cowboys in this movie have? Do you think that they would have been good pioneers? Why? Why not?

PREPARED FOR THE JAPANESE STUDENTS VISITING OHIO DOMINICAN

(Summer 1981)

DEMOCRACY - supreme power is in the people.

DECLARATION OF INDEPENDENCE - people have a God-given right to "Life, Liberty and the pursuit of Happiness" and "to secure these rights governments are instituted among men, deriving their just powers from the consent of the governed."

U. S. CONSTITUTION - PREAMBLE - "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

FEDERATION - Because the United States is a FEDERATION of states, the Constitution also distinguishes between the government of the United States and the governments and powers of the several states which make up the United States.

ARTICLES OF THE U. S. CONSTITUTION

Article I - CONGRESS - may assess and collect taxes, pay debts, borrow money, regulate commerce, declare war, raise and support armies and navies, make rules for the government, establish post offices . . . make all laws necessary and proper to carry out its powers.

Article II - PRESIDENT - Commander-in-chief of armed forces, make treaties with the consent of two-thirds of the Senate, appoints ambassadores and Judges of the Supreme Court (also with the approval of the Senate), appoints other federal officers, give Congress information about the state of the government and recommend measures for congress to consider.

Article III - JUDICIARY - Judicial power is vested in the Supreme Court and such other Courts as Congress shall establish, authority to hear all cases arising under the Constitution, U.S. Laws, treaties,etc., controversies between two or more states, issues related to treason.

RIGHTS OF CITIZENS (First 10 Amendments of the U. S. Constitution)

I) Freedom of speech, religion, press, assembly, petition,

II) Right to keep and bear arms,

III) No forced quartering of soldiers,

IV) No unwarranted search or seizures,

V) Rights of accused in criminal proceedings

VI) Speedy trial, witnesses, counsel,

VII) Trial by jury, civil cases,

VIII) Bails, fines, punishments,

IX) Reservation of rights of the people,

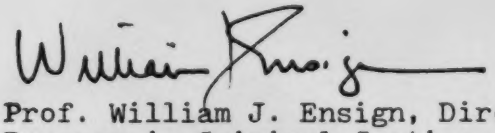
X) Powers reserved to the states or people.

KEY PRINCIPLE - Separation of powers: Legislative, Executive, Judicial.

POLITICAL - Primarily a "two party system" - Democrate and Republican.

The American Government is the second oldest government in the world. (The oldest is the Vatican in Rome). At least one-third of the governments in the world have changed since World War II (1945).

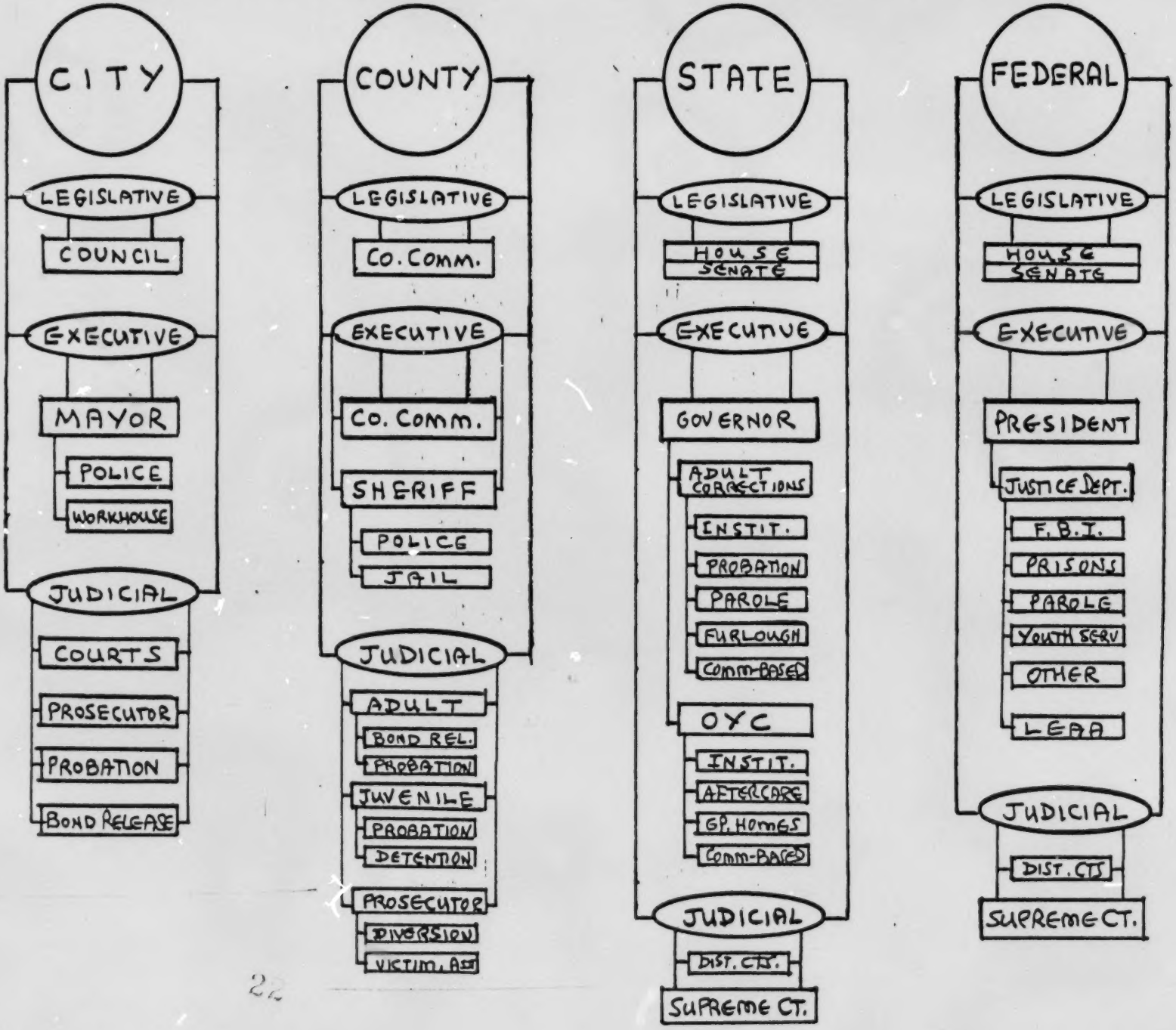
Prepared by:



Prof. William J. Ensign, Director
Program in Criminal Justice
Department of Political Science
Ohio Dominican College

WJE/8-27-81

GOVERNMENT AND CRIMINAL JUSTICE



HOST FAMILY PROGRAM

Ohio Dominican College/Ake-no Hoshi College

BACKGROUND:

In 1979, Ohio Dominican College and Ake-no Hoshi Junior College in Aomori, Japan decided to enter into a sister-institution relationship. Ake-no Hoshi is a junior college for women, with an enrollment of 350 students, offering majors in English, music, and early childhood education.

The President of Ake-no Hoshi spent one week at ODC in August, 1979, and at that time she hired an English as a Second Language instructor on the ODC faculty for a 2-year contract in Japan. In the summer of 1980, 30 students from Ake-no Hoshi came to the U.S. for a 4-week program, organized by ODC. In November, 1980, George Hertrich, Director of Language Programs at ODC spent two weeks in Japan to plan further exchanges. In March, 1981, Sr. Mary Andrew Matesich, President of ODC, visited Ake-no Hoshi to formalize the sister-institution arrangement. This summer, 50 students and 4 Japanese instructors will take part in a 4-week program at ODC.

SUMMER PROGRAM, 1981

Fifty students will spend three weeks on the ODC campus, July 19 - August 8. During that time, they will have English classes three hours each morning and a two-hour lecture on Mondays & Wednesdays in the afternoon. On Tuesday and Thursday afternoons, we will hold physical education classes, focusing on tennis instruction. Friday afternoons will involve local field trips. In addition, small groups will travel to the Amish country, Lebanon, Ohio and Marietta for one-day field trips associated with their courses. The whole group will also see Tecumseh, go to Kings Island, and have a 4-day tour of Washington, D.C. and Williamsburg. Some time during the three weeks, the Japanese students will put on a "Japan Night" show for ODC students, faculty, and host families. During the course of the three weeks, one of the Japanese instructors will give a course on flower arranging (see enclosed brochure [50% discount for host families]).

HOME STAY

An integral part of the 4 weeks is a week spent in American homes. Last summer, thirty families hosted the 30 students and had a tremendous experience. Many of these families and students are still communicating

by mail. Many of the families from last year will again be host families. However, because of the increase in numbers of students, more families are needed. The purpose of the home stay is to give the student a chance to see how Americans live their everyday lives, to see and experience a family living out its values, attitudes and normal experiences. It is an opportunity to get to know some Americans outside the context of the classroom. For the families, it is a marvelous opportunity to learn more about another culture through the immediate contact with a representative of that culture. This is an especially valuable experience for children in the family. Host families are not expected to go out of their way to do anything special. The students last summer considered the homestay to be the most significant long term experience of the entire program.

The dates of the homestay are August 8, with pick-up of the students that afternoon, to August 17, with taking the students to the airport for a 7:45 a.m. departure to Los Angeles, where they have a 4-day tour set-up prior to their return to Japan.

GEORGE HERTRICH
DIRECTOR OF LANGUAGE PROGRAMS

OHIO DOMINICAN COLLEGE

1216 SUNBURY ROAD COLUMBUS, OHIO 43219

February 18, 1981

TO: Sr. Evelyn Brault and Mr. Shigeru Nakahata
FROM: George Hertrich
Re: Summer Program, 1981

DATES:
July 18, departure from Tokyo, to August 21, arrival in Tokyo

FLIGHT INFORMATION (all local times)
July 18, leave Tokyo, Singapore Airline, #12, 7:00 p.m.
arrive Los Angeles, 12:30 p.m.
July 19, leave Los Angeles, United Airlines, # 718, 9:00 a.m.
arrive Columbus, 4:47 p.m. (direct flight, short stop in Dayton, Ohio)
August 17, leave Columbus, United Airlines # 783 ,7:45 a.m.
arrive Los Angeles, 10:20 a.m.
August 20, leave Los Angeles, Singapore Airline, # 11 , 1:15 p.m. Ar. Tokyo 5:30 p.m. Aug. 21

DETAILED ITINERARY
Saturday, July 18, departure from Tokyo
Saturday, July 18, night spent at Hacienda Hotel in Los Angeles:relax from flight
Sunday, July 19, flight from L.A. to Columbus
Monday, July 20, academic program on ODC campus begins (details below)
Saturday, August 1, 5:00 a.m. departure for Wash. D.C., by chartered bus
Tuesday, August 4, return to ODC, late p.m. (details of trip below)
Wednesday, August 5, academic program on campus resumes
Saturday, August 8, homestay with American families begins
Monday, August 17, departure for L.A.; beginning of 4-day tour of L.A. (details below)
Thursday, August 20, departure from L.A.
Friday, August 21, arrival in Tokyo

ACADEMIC PROGRAM ON CAMPUS
Course title: ESL 40, U.S. Culture & Civilization, 3 sem. hrs. of credit, to be graded on A, B+, B, C+, C, D, E scale
Schedule of classes:
9:00 a.m. to noon, daily, Monday through Friday, language skills classes with culture & civilization oriented materials. Based on a group of 47 students, there will be three distinct classes with a different instructor for each, and students will be assigned to class on the basis of a proficiency exam administered at the beginning of the program.
1:00-3:00 p.m., Monday and Wednesday , guest lecturer for entire group on some topic of special interest ; discussion to follow lecture.
1:00-3:00 p.m., Tuesday and Thursday, physical education classes: tennis, volleyball, games.
Activity Schedule
Friday, July 24, field trip to Ohio Historical Museum and Ohio Village, a recreation of a 19th century town , 1:00 - 5:00 p.m.
Saturday, July 25, all day trip to Kings Island Amusement Park, near Cincinnati, Ohio

Activity Schedule, continued.

Friday, July 31, 1:00 - 5:00 p.m., tour of German Village, Cultural Arts Center, Paddle boating on the Scioto River, Center of Science and Industry (choice of activities depends on weather)

Friday, August 7, 1:00 - 5:00 p.m., tour of Budweiser Busch factory, French Market, Ohio Convention Center, and drive through Ohio State University campus.

Additional non-scheduled activities will be organized on campus by resident student counselors

TOUR OF WASHINGTON. D.C. AND WILLIAMSBURG

August 1, 5:00 a.m. departure from campus by bus; 9 hour trip.
late afternoon and evening tour of D.C., including illuminated monuments tour

August 2, all day, principle sites of Wash. D.C., including Smithsonian Institute

August 3, a.m., completion of D.C. tour; afternoon departure for Williamsburg with part of afternoon and evening visit of Williamsburg.

August 4, a.m., completion of Williamsburg tour and afternoon departure for ODC. (a detailed itinerary of this trip in a trip brochure supplied by Teachers' Tours, Inc. will be sent in the very near future)

TOUR OF LOS ANGELES (tentative schedule)

August 17, pick-up at airport by tour bus; afternoon visit of La Brea Tar Pits and Natural History Museum; check into hotel; dinner at Magic Pan Creperie; evening visit to Ports O'Call Village.

August 18, tour of L.A., including Hollywood, Sunset Strip, Mann's Chinese Theatre, Olvera Street, Chinatown and downtown; lunch and shopping in Farmers' Market; dinner at Egg and the Eye Restaurant; evening Planetarium show at Griffith Observatory.

August 19, all-day tour of Disneyland, until closing time.

August 20, morning tour of Universal Studios; departure for Tokyo

COSTS (per student)

ODC Program: application fee, $20; tuition, $315; room & board, 255 (includes linens & towels); activity fee (local field trips and Kings Island), $50; Health insurance, $15. TOTAL: $655

AIR FARE: Tokyo-L.A.-Tokyo, $725; L.A.-Columbus-L.A., $500. TOTAL: $1,225

WASH. D.C. TOUR, $200

LOS ANGELES TOUR, $200

LODGING, HACIENDA HOTEL, $20 (includes airport pick-up and return of students and baggage, four students to a room)

GRAND TOTAL: $2,300